In-Service Motivational Workshop: Draft Instructor Guide

Carol A. Robinson Barbara E. Taylor Fernando Soriano

Reviewed by Jan Dickieson

Approved and released by J. C. McLachlan Director, Training Research Department

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Navy Personnel Research and Development Center San Diego, California 92152-7250

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Foreword

This work was sponsored **by** the Chief of Naval Operations (N1) as part of the Schoolhouse Enhancement Program project and was conducted within advance development Program Element 0603720N (Education and Training), Work Unit 0603720N.R1772.ET003 (Education and Training Development).

The objective of this effort was to design materials that would support directors of instruction and training officials in conducting a motivational workshop for in-service training. This technical note identifies the steps and procedures involved in producing the workshop guide and presents the draft product.

J. C. McLACHLAN Director, Training Research Department

Contents

| ntroduction | | gang panggang langgan ang mananggan ang panggan ang | and yan diga kunish sulik di din galilik banya a gansa 178 metalan di Arabasa di Wusani |
|----------------|-------------|--|--|
| ProblemPurpose | | | |
| Approach | | | |
| Results | Ac Vas | er year of the control of the contro | # v |
| Recommenda | tions | | |
| Appendix—Ir | structor Wo | rkshop Guide | 6 |
| Distribution L | ist | | |

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- In Control refers to creating a training environment in which students will have a sense of control over their own learning process. Students feel strong and confident when they feel they are in control and the masters of their own fate.
- Setting Goals refers to helping students set and achieve specific class-related goals. The more specifically students state their goals, the more likely they will be to achieve them.
- Efforts Rewarded refers to reinforcing student accomplishment with extrinsic rewards. It stands for the satisfaction that students experience for a job well done.

For each of the five motivational components, **a** list of classroom strategies and techniques was developed **with** the help of **Navy** instructors and Leadership Management Education and Training staff. Additionally, a survey administered to the instructors and staff at the EM "A" School, Great Lakes, identified motivational strategies that could be used within the Navy classroom.

The motivational model and the list of strategies served as the bases for the instructional part of the draft workshop guide.

The guide was designed to lead the workshop leader systematically through the varied tasks needed to prepare for and deliver an effective workshop. The main feature of the guide is that the instructional sections can be used either as a word-for-word script or as a reference. Additional features are: (1) specific directions on how to prepare for and conduct the-workshop, (2) suggestions and examples for group exercises, and (3) copies of all overheads and handouts used during the workshop.

Results

A draft of the Instructor Workshop Guide is provided in the appendix.

Recommendations

It is suggested that **CNET**

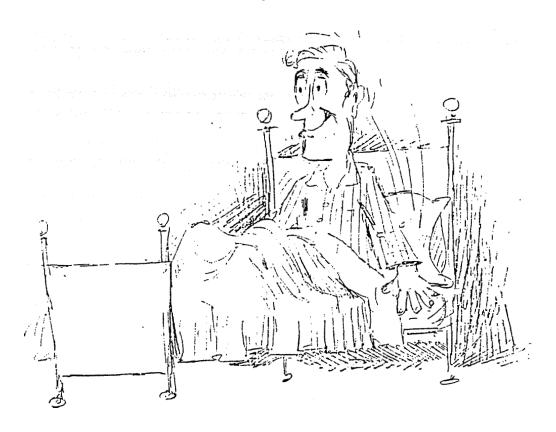
- 1. Review and evaluate the effectiveness of the guide for conducting in-service training for instructors.
- **2.** Consider the workshop concept for potential application to other in-service training courses.

Appendix Instructor Workshop Guide

DRAFT

ARISE

To Higher Levels of Motivation In the Navy Classroom



Instructor Workshop Guide

Prepared by

Navy Personnel Research and Development Center San Diego, CA

DRAFT

ARISE

To Higher Levels of Motivation In the Navy Classroom.

Instructor Workshop Guide

Prepared by **Carol A.** Robinson Barbara E. Taylor Fernando **Soriano**

Reviewed by Nick Van Matre

Navy Personnel Research **and** Development Center San Diego, California 92152-6800

CONTENTS

| Durafaga | P |
|---|---|
| Preface | |
| Foreword | |
| Workshop Leader's Guidelines | |
| Importance of the Workshop | |
| Five Motivational Concepts | |
| Attention | |
| Student/InstructorInteractions19 | |
| Learning Environment | |
| Classroom ApplicationsRelevance. | |
| Training Relevance | |
| Navy Job Relevance | |
| Future Career Relevance | |
| In Control | |
| Success Opportunities | |
| Student Ownership | |
| Setting Goals | |
| Developing GoalsAchieving Goals | |
| Achieving Goals | |
| Efforts Rewarded Types of Rewards | |
| | |
| Reward Guidelines70 Conclusion | |
| Appendix A-Hardcopies for Importance of Workshop | 4 |
| Appendix B-Hardcopies for Attention | - |
| | |
| Appendix C-Hardcopies for RelevanceAppendix D-Hardcopies for In Control |] |
| Appendix E-Hardcopies for Setting Goals | |
| Appendix F-Hardcopies for Efforts Rewarded | |

WWORKSHOP LEADER'S GUIDELINES

These guidelines are intended to prepare you to conduct the motivation workshop. The workshop that you will be conducting consists of two major sections:

- 1. Importance of the workshop.
- 2. Five motivational concepts:

Attention
R elevance
In Control
Setting Goals
Efforts Rewarded

The first section, discusses the importance of attending to student motivation and some misconceptions about student motivation.

The second section, which is the heart of the workshop, presents five known-to-be-effective concepts for increasing the motivational level of students. ARISE is the acronym that represents the general concept for motivating study behaviors in classroom students. The presentation of each of the concepts follows the same format. First, a working definition and background for each concept is presented. Second, specific techniques embodied by the major concept are explained. All techniques are not applicable for every training situation or site. You, as the workshop leader, must review the techniques presented in this manual and select those that are relevant to your site.

Guide Features

The workshop and guide have several features or aspects with which you will wish to become familiar.

1. You can use this guide as a word-for-word script. However, we strongly suggest that you become so familiar with the content that you use it only as a reference.

- 2. A trainee's workbook for note taking accompanies your presentation. You should also become familiar with the trainee's workbook so that you can introduce it to the class.
- 3. The workshop guide includes group exercises or demonstrations. These exercises reinforce the techniques **and** tailor the application of a particular technique to a specific training situation. All exercises (example below) are presented in a boxed format in the manual.

Example

Class Exercise

Divide the class into groups of five and have them think of additional techniques to increase student attention.

4. The guide also presents reminders and suggestions to you in the following boxed format.

Example

Workshop Leader's Note:

Present all of the information below as written or in your own words.

5. Placement of overheads during your presentation are indicated in the guide in the following format.

Workshop Leader's Note

Change to the next slide---- **REASONS WHY STUDENT MOTIVA- TION IS IMPORTANT** ----slide number 1

Slide

REASONS WHY STUDENT MOTIVATION IS IMPORTANT

Student Motivation Increases:

- Attention
- Interest
- 6. Each of the major section begins with **an** outline or overview of its content. If **you** choose not to use the manual as a word-for-word script, use this outline as **a** reference during your presentation.
- 7. This outline is reproduced on many of the pages facing the presentation guide to remind you where you are in your presentation.
- **8.** Each major section has an appendix which contains hardcopies of the overheads.
 - 9. Handouts **are** found at the end of each section.
- 10. The **study skill** lessons referred to during the **workshop** are included as a separate package.

Preparing for the Workshop

Before your presentation, make the following preparations:

O Have transparencies made from the overhead hardcopies found in the appendices.

O Secure overhead projector and screen.

☐ Arrange for the Commanding Officer, Executive Officer or other responsible official to visit the workshop.

O Get fliers of the U.S. Navy Apprenticeship Program for your class.

O Get fliers of the Navy Campus Program flier for your class.

O Make copies of the sample personal goal plan found at the end of the Setting Goals section.

O Make copies of the sample course syllabus found at the end of the In Control section.

☐ Make copies of the goal tracking mechanisms found at the end of the Setting Goals section.

O Make sure you have a copy of study skills package to take to class with you.

After the Workshop

1:

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Conducting this motivational workshop **is only** the first step to establishing a successful program for motivating the students at your school. Following your presentation, the instructors will have a fuller understanding of how to motivate their students. **It** is then your responsibility to see that the instructors apply these beneficial techniques.

To ensure that your school's training program fully benefits from the motivational workshop, there are several things that you must do during and following the workshop.

- 1. Record the highlibilitand results of all discussions. Be sure to incorporate new ideas and ttechniques in future workshops.
- 2. Set **up** a **plan** on how these ideas **and** techniques will become integrated into the training system.
 - 3. Make the **plan** happen!

[START OF WORKSHOP]

Workshop Leader's Note

Present **all** of the information in the following sections as written or in your own words.

IMPORTANCE CF THE WORKSHOP

Workshop Leader's Note

Reminder: Present the information below as written or in your own words.

Introduction

Before getting started, think of a class that you taught recently. Was everyone attentive and interested in your presentation? Or, did some students **look** as though **being** in your class was the last **thing** on earth they wanted to do? Were some of them dozing or staring off into space? Have you wondered what you could do to capture their interest?

Most of you are experienced instructors and could probably produce a good list of motivating characteristics for instruction. However, you may not have a clear grasp of what is actually involved in motivating students to perform at their best without issuing a direct order.

The objective **of** this workshop is to make you, the instructor, aware of such motivational factors and enable you to guide your students so that they will willingly perform appropriate study behaviors.

In break motivation down into five useful concepts. Each concept encompasses many practical techniques that you can apply in the classroom.

Reminder: Present the information below as written or in your own words.

Workshop Leader's Note

Change to the next slide----WHY PAY ATTENTION TO STUDENT MOTIVATION---slide number **A-**1

| | Slide |
|--|--|
| | |
| WHY PAY ATTEN | TION TO STUDENT MOTIVATION? |
| [Graphics: Na | vy instructor scratching his head.] |
| | and the war and section of the secti |
| s and the second se | |

But first, I would like to discuss why motivation is important **and** some erroneous assumptions regarding student motivation.

Why attend to student motivation?

I want you to give me reasons why we as instructors should spend our scarce and valuable time to study this topic that seems so unrelated to the actual courses that we teach.

Workshop Leader's Note

List the responses on the board, then relate them to the reasons listed in the following overhead:

Reminder: Present the information below class as written or in your own words.

Workshop Leader's Note:

Change to the next slide---- **REASONS WHY STUDENT MOTIVA- TION IS IMPORTANT** -----slide number **A-2**

Slide

REASONS WHY STUDENT MOTIVATION IS IMPORTANT

Student Motivation Increases:

- o Attention
- o Interest

Which in Turn Increases:

- o Student participation.
- o Student class achievement and performance.
- Student satisfaction.
- o Job performance.

We all agree that student motivation **is** important because it is related to the basic building blocks of learning: arousal **of** attention **and** interest. Attention and interest in turn are responsible for high levels of student participation, achievement, satisfaction, **and**, ultimately, job performance.

Reminder: Present the information below as written or in your own words.

Workshop Leader's Note

Change to the next slide---- **ERRONEOUS ASSUMPTIONS** -----slide number **A-3**

Slide ERRONEOUS ASSUMPTIONS

- o Students are either motivated or not motivated. Nothing can change this.
- There is not enough time to deal with irrelevant topics like motivation.
- Students cannot be motivated to learn technical subject matter.

Erroneous Assumptions

Motivating your students to perform appropriate study behaviors is the main intent of this workshop. But first let's cast aside **any** previous erroneous assumptions you may have regarding student motivation. Here are three that you may recognize: (1) Students are either motivated or not motivated. Nothing can change **this** (2) There is not enough time to deal with irrelevant topics like motivation, and (3) Students cannot be motivated to learn technical subject matter.

Reminder: Present the information below as written or in your own words.

Workshop Leader's Note

Change to the next slide---- Students are either motivated or not motivated. Nothing can change this. ----slide number A-4

Slide

THE TRUTH ABOUT ERRONEOUS ASSUMPTION: Students are either motivated or not motivated. Nothing can char ge this.

This statement is erroneous because:

Instructors CAN increase student motivation by:

- oIncreasing student attention.
- Making course <u>relevant</u> to future needs.
- oCreating sense of student being in in control,
- encouraging students to set goals.
- Rewarding efforts.

Students may appear to have fixed motivational levels, but, in reality, you can influence motivation by several factors under your control. For example, you can implement techniques that increase student attention, make **the** course subject matter relevant to future courses and job assignments, facilitate student sense of being incontrol of the learning process, encourage students to set goals for the course, and see that their efforts are rewarded. These are the same five motivational concepts that I shortly will be telling you about. **These techniques can be effective in increasing classroom motivation.**

Reminder: Present the information below as written or in your own words.

Workshop Leader's Note

Change to the next slide---- There is not enough time to deal with irrelevant topics like motivation. ----slide number A-5

Slide

THE TRUTH ABOUT ERRONEOUS ASSUMPTION: There is not enough time to deal with irrelevant topics like motivation.

This statement is erroneous because:

Motivated students:

Speed up the course pace and save time and money.

Retain more.

Achieve more.

Although you may be convinced of the possibility of increasing the motivational levels of students, you may feel that it takes too much time to do so. Implementing motivation techniques saves time. Increased motivation leads to increased student listening and attention. In turn, increased attention leads to better retention of information and to higher student achievement. The time that you'll take to implement motivational techniques will be well spent.

Reminder: Present the information below as written or in your own words.

Workshop Leader's Note

Change to the next slide---- Every subject can be interesting if motivational techniques are considered ----slide number A-6

Slide

THE TRUTH REGARDING ERRONEOUS ASSUMPTION: Students cannot be motivated to learn technical subject matter.

This statement is erroneous because:

Every subject can be interesting if motivational techniques are considered.

Navy Courses Can be Tnteresting. Again, concern with increasing the attention of the student, making the course subject matter relevant, facilitating the student sense of being in control of the learning process, encouraging the students to set personal goals, and seeing to it that course efforts are rewarded, can excite enthusiasm for the subject matter.

Personal Notes

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ARISE

FIVE MOTIVATIONAL CONCEPTS

Workshop Leader's Note

Reminder: Present the information below as written or in your own words.

Workshop Leader's Note

Change to the next slide---- ARISE! ----slide number B-1

Slide
ARISE!

A ttention

R elevance

In control

S etting goals

E fforts rewarded

Now, we have reached the heart of this workshop, the five motivational concepts and the practical techniques that you can use to implement each concept and obtain the desired study behavior. The five concepts are: Attention, relevance, in control, setting goals **and** efforts rewarded.

The acronym ARISE encompasses the five motivational concepts that I shortly will be covering.

Attention refers to arousing student curiosity so that learning can occur.

Relevance is helping students to make a connection between what they learn at school and what will be required for future courses and job assignments. If students can see how the materials taught in class relate to their lives, they will be more motivated to learn.

In control refers to creating a training environment in which students will have sense of control over their own learning process. Students feel stront and confident when they feel in control and the master of their own fate.

Setting goals is helping students set and achieve specific class related goals, The more specifically students state their goals, the more likely they will be to achieve them.

Efforts rewarded is reinforcing student accomplishments with extrinsic rewards. This concept stands for the satisfaction that students experience for a job well done.

These concepts embody much of what we currently know about student motivation. The; are empikeally based and are derived through research.

I. ATTENTION

Workshop Leader's Note: Overview

- A. Student/Instructor Interactions
 - o Address students by name.
 - oUse your voice effectively.
 - oUse positive body language.
 - o Capitalize on student diversity.
- B. Learning Environment
 - o Non-threatening.
 - oChallenging.
 - o Interesting.
 - oHigh expectations.
 - o Unpredictable
- C, Classroom Applications
 - oStart with questions.
 - *o* Address questions to specific students.
 - o Encourage student participation.
 - o Vary sequence.

Reminder: Present information below as written or in your own words.

Workshop Leader's Note

Change to the next slide---- **ATTENTION: Working Definition ---** slide number **B-2**

Slide

I. ATTENTION: Working Definition

Arousing student curiosity.

[Preliminary Sketch No. 5]

Working Definition. Attention refers to the ability to capture or arouse the curiosity of students. Gaining this attention is the first step toward enhancing student motivation.

Background. We all know that students must pay attention if they're going to learn. But, capturing student attention can be very difficult, especially when the subject matter is highly technical or boring. Arousing a sense of curiosity, breaking the monotony of a presentation, and developing student/instructor relations, can be very effective ways of arousing attention. The more difficult task, of sustaining the attention, once captured, is the concern of the other four motivational concepts.

Reminder: Present the information below as written or in your own words.

Workshop Leader's Note

Change to the next slide---- **ATTENTION-TECHNIQUES** ----slide number **B-3**

Slide

ATTENTION-TECHNIQI ES

Emphasize:

- A. Stud nt/Instructor Interactions
- B. Learning Environment
- C. Classroom Applications

Techniques. There are a number of proven and effective techniques for enhancing student attention. The techniques presented here emphasize student and instructor interactions, learning environment, and instructor presentation. Some of these techniques have **been** covered in your basic Instructor Training course, but some may be new to you. Let's start with student/instructor interactions.

L ATTENTION

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Reminder: Present the information below as written or in your own words.

A. Student/Instructor Interactions

Develop effective relationships with your students by getting to know them individually and being interested in their progress. Here are some suggestions:

Workshop Leader's Note:

Change to the next slide---- A. Student/instructor interactions ---- slide number B-4

Slide

ATTENTION-TECHNIQUES

A. Student/Instructor Interactions

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Address students by name. Establish a relationship with your students and demonstrate your personal interest in them by learning and using their names in class. This is a simple but very powerful method of increasing student interest and commitment to learn. A way to learn student names is to place name cards in front of each student at the beginning of the course. Another technique is to have and use a seating chart to learn student names. Effort exerted by you, will pay off with better student performance.

Use your voice effectively. The intonation of your voice can also convey your interest and excitement, or your boredom and insecurity. What you say may be interesting, but, if you say it in a monotone, it quickly loses its importance. Be conscious of your voice intonation as you lecture. Voice fluctuations play an important role in motivating students. Throughout your lectures make it a point to vary both the intensity and intonation. One of the best methods to monitor the quality of your own voice is to use a tape recorder to record your presentation. In addition, it may be worthwhile to have a fellow instructor observe your teaching and provide constructive feedback to you about your voice and general instructor demeanor.

CONTINUE

LATTENTION

Workshop Leader's Note: Overview

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Use positive body language Your body, as well as your words communica. Your posture conveys your motivation, interest, and involvement in teaching.

Workshop Leader's Note:

Change to the next slide----Positive body Language----slide number B-5

Slide

ATTENTION-TECHNIQUES Positive Body Language

[Graphic: Preliminary Sketch No. 31

Stand straight, well balanced, and relaxed. Maintain direct eye contact with each student, but don't stare. Use relaxed hand gestures. Of course, these techniques were covered during Instructor Training. But are you really applying them?

CONTINUE

I. ATTENTION

Workshop Leader's Note: Overview

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Class Exercise

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To demonstrate the importance of body language and voice intonation, have a couple of volunteers come to the front of the class and recite the sentence below in the following manners:

- 1. Standing with their weight on one leg, hands in the pocket, looking beyond the class, and in a monotone voice.
 - 2. Using all of the positive behaviors mentioned before.

"After attending this workshop, I will know how to effectively motivate my students."

Capitalize on student diversity. No two students are completely alike. People vary in personality, body build, skin color, gender, and cultural background. Unfortunately, cultural and gender differences are sometimes erroneously thought to reflect differences in abilities or aptitudes. Be aware of possible personal prejudices about women and minorities. Recognize the strengths of these people represented in the classroom. These are positive steps towards ensuring equal and fair treatment and evaluation in the classrooms.

In addition to gender and race, individuals also differ in personality. For example, some students tend to be quiet or introverted while others are more vocal and extroverted. Both extroverts and introverts can be high achievers. Avoid making hasty judgments about achievement potential based on these personality differences. Encourage all students to ask questions if they don't understand the material. If several students have their hands raised, look for and recognize the student who has not spoken much.

Students also differ in learning styles. Some are analytical, while others are more holistic in their thought patterns. Individuals with both learning styles can excel academically in training courses. Again, realize that these differences do not reflect upon the potential academic achievement of students.

A_{RISE}

I ATTENTION

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Reminder: Present the information below as written or in your own words.

B. Learning Environment

The second attention enhancing technique addresses student perceptions of the atmosphere in the classroom. Some important aspects of a learning conducive classroom environment include the following:

Workshop Leader's Note

Change to the next slide---- B. Learning Environment ----slide number B-6

Slide

ATTENTION-TECHNIQUES

B. Learning Environment

- Non-threatening.
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Non-threatening. Setting a non-threatening environment means that you convey to students your appreciation and respect of them as people. Often instructors make critical remarks that are intended to be funny to motivate their students. These negative comments can lower self-esteem and are very counterproductive to your objectives as an instructor. Negative remarks about an individual's appearance or background, while seemingly funny to some, can be quite personally destructive. A person who has been shamed or humiliated will not be receptive to learning.

Class Exercise

Ask the attendees to tell of how and when an instructor humiliated them as students and how they felt at the time.

Challenging. For students to be motivated, a class must also be challenging. Since no two students are exactly alike, what is challenging to one, may not be to the other. Structure your course so that all students are academically challenged regardless of ability. Make up test or quiz items that contains several difficult or challenging items. Also, vary the depth of knowledge required throughout assignments. Set a minimal level of course material comprehension and understanding and build other competency level on this basic level.

Class Exercise

ing. Also, have them report on things that they've tried that did not work.

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 - o Vary sequence.

NEW TO BE SERVED SERVED SERVED

Interesting There are several techniques that you can do to make the subject matter more interesti g. Invest time to locate and include examples and facts that are generally interesting and relate them to the subject matter. Show films, have g est speakers, demonstrate how the learning concepts relate to the operational Nav, and use personal experience to teach course concepts. This is, indeed, the occasion to tell the "sea-stories." Stones can be p werful tools to stimulate interest and curiosity about the subject matter. Usin_ stories also gives you an opportunity to relate the learning task to the actual job that will ultimatel be performed by the student. And most important--your own inter st in the subject matter will to a great extent determine student interest.

Class Exercise

Ask the attendees to suggest additional ways of making a class interesting. Also, have them report on techniques that did not work for them.

High expectations. A number of research studies show that what teachers expect of their students affects their achievement. In one study, an instructor was told that the next class consisted of extremely bright students; in fact, the students had been identified as learning failures. Because of the instructor's positive expectations of the student ability, the students scored significantly higher on all tests than had previous classes of average abilities. If you behave as though you expect professional, studious, and successful hehavior and believe that you can help all students despite the obstacles they present, then that is what you will get.

I. ATTENTION

Workshop Leader's Note: Overview

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- A. Student/Instructor Interactions
 - o Address students by name.
 - o Use your voice effectively.
 - o Use positive body language.
 - o Capitalize on student diversity.
- **B.** Learning Environment

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- o Non-threatening.
- o Challenging.
- o Interesting.
- o High expectations.
- OUnpredictable
- C. Classroom Applications
 - o Start with questions.
 - Address questions to specific students.
 - o Encourage student participation.
 - o Vary sequence.

Unpredictable. Unpredictable refers to anything that is different, or out of the ordinary. Almost any sudden or unexpected change will activate the student attention. Although it is wise to provide students with clear course plans, incorp rate events and activities that are unexpected, novel, and even humorous to the student. Introduce unexpected material or information that relates to the class. A sudden change is voice level is also effective. To break the classroom routine, invite a guest speaker to come to give a talk. The Commanding Officer or the Executive Officer can be excellent choices.

In addition, there is a growing body of research suggesting that our environment, including the furniture and lighting, affects mood and attention. Rearrange the furniture periodically to create change and, thereby, increase arousal and motivation.

Workshop Leader's Note

Incorporate the last strategy into the workshop by having the Commanding Officer or Executive Officer or other responsible officials, drop in during the workshop.

CONTINUE

I. ATTENTION

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Workshop Leader's Note: Overview

- A. Student/Instructor Interactions
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 - o Vary sequence.

Reminder: Present the information below as written or in your own words.

Workshop Leader's Note

Change to the next slide---- C. Classroom Applications -----slide number B-7 x

Slide

ATTENTION-TECHNIQUES

C. Classroom Applications

- o Start with questions.
- Addre: s questions to specific students.
- Encour: ge student participation.
- Vary sequence.

C. Classroom Applications

Our last attention enhancing technique deals with challenging the student to think and become actively involved. Plain lectures or one-way communication, even if interesting, fails to arouse students. Use the following strategies to promote this type of behavior: start with questions, address questions to specific students, encourage student participation, and vary sequence.

I. ATTENTION

Workshop Leader's Note: Overview

- A. Student/Instructor Interactions
 - o Address students by name.
 - o Use your voice effectively.
 - o Use positive body language.
 - o Capitalize on student diversity.
- **B.Learning Environment**
 - o Non-threatening.
 - o Challenging.
 - o Interesting.
 - High expectations.
 - o Unpredictable
- **C.** Classroom Applications
 - o Start with questions.
 - o Address questions to specific students.
 - o Encourage student participation.
 - o Vary sequence.

Start with questions. Beginning a lecture with questions can stimulate interest in the subject matter, direct the student thoughts toward the day's topic, and lead them toward seeking knowledge. In addition, ask questions throughout the lecture to maintain that interest. The questions can be designed to raise the student curiosity about such things as relationship to job performance, what was just learned, and how it applies to the current task.

Address questions to specific students. Directing questions to specific students:

- Keeps attention and motivation high.
- Provides feedback on student understanding of course material.
- Provides students with an opportunity to share what they know, which helps them to retain facts.
- Challenges students to thoroughly prepare for the class.

Direct questions to students in a respectful and non-threatening manner. Since you are trying to build a student self esteem, never belittle a student who gives a wrong answer. Asking questions simply provides students with an opportunity to think for themselves and to use or apply the knowledge gained. Also, ask various students questions rather than always calling on the same ones. Encourage students even when they give a partially correct answer.

Encourage student participation. Whenever possible use strategies that require students to participate in the learning process. Let them inspect equipment, demonstrate a procedure, or relate their job experiences. Actively-involved students pay attention and are motivated to learn.

Vary sequence. The normal sequence of classroom activities starts with a warm-up activity, short lecture, followed by a demonstration and exercise. This sequence can be reversed or varied to keep motivation up.

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Class Exercise: Section Wrap-up

Break the class into groups of **4-6** people. They to assemble each group on the basis of type of course taught.

Have each group select a group leader who will. briefly review the techniques for this section and lead a discussion on which techniques should be considered for implementation in their classrooms. Have the groups come **up** with other techniques that would increase student attention. Results of the discussions should be recorded by the group leader.

Following the group discussions, have each leader present the results to the entire class. Encourage open discussion at this point.

Workshop Leader's Note

Record the results and related discussion of the wrap-up exercise. This information will help you determine which techniques you should consider **as** part of your school's training system.

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ARISE

II. RELEVANCE

A. Training Relevance o Arrange for viewing of equipment. o Set up student/graduate interactions. o Relate subject matter to known concepts. B. Navy Job Relevance o Link subject matter to tasks. o Invite speakers. o Show videos/films. o Arrange for field trips. C. Future Career Relevance • U.S. Navy Apprenticeship Program. o Navy Campus Program.

Reminder: Present the information below as written or in your own words.

Workshop Leader's Note

Change to the next slide---- **RELEVANCE: Working Definition ---** slide number C-1

Slide

RELEVANCE:Working Definition

Connecting course content with future courses and job assignments.

[graphic-Preliminary Sketch No. 6.]

Working Definition. Relevance refers to connecting what is learned at school with what will be required later, typically, on the job.

Background. Relevance is another essential motivational concept. Making materials relevant **and** real to the students can stimulate interest and increase performance. Students are more likely to remain attentive when they know that future learning or job requirements are directly related to their present learning experiences.

Change to the next slide---- **RELEVANCE-TECHNIQUES** ----slide number **C-2**

Slide

RELEVANCE-TECHNIQUES

Emphasize:

- A. Training Relevance
- B. Navy Job Relevance
- C. Future Career Relevance

Techniques. The techniques presented in this section emphasize training relevance, Navy job relevance, and future career relevance.

We will start with training relevance.

Workshop Leader's Note

Change to the next slide---- A. Training Relevance ----slide number C-3

Slide

RELEVANCE-TECHNIQUES

A. Training Relevance

- oArrange for viewing of equipment.
- o Set up student/student interactions.
- Relate subject matter to known concepts.

A. Training Relevance

You, the instructor can emphasize the applicability of your present courses to future course requirements. For lengthy courses, students may sit through weeks of lectures before they even get to see the equipment they will be required to work on in the lab. Help the students make the connection between the knowledge acquired in the classroom and future class requirements. Here are several suggestions to accomplish this.

Arrange for viewing of equipment. Allow students to tour the labs and see the equipment that they eventually will be working on during the early phases of the course. If it is not possible to view actual equipment, provide pictures or slides of the equipment.

Set up student/graduate interactions. Also, during the early phases of the course arrange for your students to talk with students who are in later stages of the course. Courses that are prerequisites for follow-on courses can become relevant by having students from the follow-on course brief your students on their experiences and how your course prepared them for what they are now studying.

Relate subject matter to known concepts. Although this is more of a teaching tool, it is important to note that, when presenting instructional material, you should try to relate the subject matter to concepts and objects that are commonly understood by students. In such cases it may be helpful to use analogies and examples that include common experiences. For example, on a very superficial level, atoms and particles in electronic courses can be likened to the solar system, something that is more widely understood.

Class Exercise

Ask the class to mention concepts that students often find difficult to learn. Then, have the class brain-storm on the creative use of analogies for these difficult concepts. Really spend time on this exercise and be sure to write down any ideas that come out of the effort. There will probably be a number of ideas or analogies that they can use immediately in their courses.

Reminder: Present the information below as written or in your own words.

Workshop Leader's Note

Change to the next slide---- **B. Navy Job Relevance** ----slide number C-4

Slide

RELEVANCE-TECHNIQUES

B. Navy Job Relevance

- Link subject matter to tasks.
- Invite speakers.
- Show videos/films.
- Arrange field trips.

B. Navy Job Relevance

Job relevance is also important to increasing student motivation. If students can see the value of the classroom subject matter being presented to future jobs, they will be more motivated to learn. You need to make the link between the course material and the specific operational activities in which the students will eventually be involved. You can accomplish this in several ways. There are several different ways that you can accomplish this. Some of the following ideas may not be possible to apply. These are provided as possible ways to improve the quality of instruction.

Link subject matter to tasks. During classroom activities, you should consciously make links between the course subject matter and common tasks in the operational Navy.

Invite speakers. Invite speakers from the operational communities to share their use of the knowledge gained through your course and what they do on the job.

Show videos/films. Use videos or **films** to show the use of course knowledge **on the** job. Even if **the** videos are relatively amateurish, the **stu**dents will enjoy and benefit from this learning opportunity.

Arrange for fields trips. And, ideally, arrange for field trips so that your students can see Navy personnel performing actual job related tasks. While this may not be practical in many cases, some field trips may be possible.

Workshop Leader's Note

Change to the next slide---- C. Future Career Relevance ----slide number C-5

Slide

RELEVANCE-TECHNIQUES

C. Future Career Relevance

- U.S. Navy Apprenticeship Program
- Navy Campus Program

Workshop Leader's Note

Pass out copies of the U.S. Navy Apprenticeship Program and Navy Campus Program fliers to your class.

C. Future Career Relevance

The last area of consideration, is the relevance of course work to possible future careers in the civilian world. Encourage your students to investigate the **U.S.**Navy Apprenticeship Program and the Navy Campus Program.

The U.S. Navy Apprenticeship Program allows for NavY school and work experience to be applied for journeyman credit in various trades.

The Navy Campus Program allows for school and work experience to be counted toward college or vocational credits. Seventy-five percent of **U.S.**colleges will accept these credits, providing that they fit into the college **program**.

Your students can get specific information on these programs from your school's career counselor. You should also have some knowledge about these programs so you can give your students the details of each program.

Class Exercise: Section Wrap-up

Break the class into groups of **4-6** people. **Try** to assemble each group on the basis of type of course taught.

Have each group select a group leader who will briefly review the techniques for this section and lead a discussion on which techniques should be considered for implementation in their classrooms. Have the groups try and come up with other techniques/strategies. Results of the discussions should be recorded by the group leader.

Following the group discussions, have each leader present the results to the entire class. Encourage open discussion at this point.

Workshop Leader's Note

Record the results and related discussion of the wrap-up exercise. This information will help you determine which techniques you should consider as part of your school's training system.

Personal Notes

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III. IN CONTROL

Work Shop Leader Note: Overview

Success Opportunities

- o Make course requirements clear.
- o Make course requirements attainable.

Student Ownership

- o Allow self scoring,
- Provide class options.
- o Solicit suggestions/criticism.
- o Encourage students to set goals.

Reminder: Present the information below as written or in your own words.

Workshop Leader's Note

Change to the next slide---- IN CONTROL (CONFIDENCE-BUILDING TECHNIQUES) ---- slide number D-1

Slide

IN CONTROL (CONFIDENCE-BUILDINGTECHNIQUES) Creating an environment in which students will have a sense of control over their learning process.

[Preliminary Sketch Number 71

Working Definition. In Control refers to creating an environment in which students will have a sense of control over their learning process.

Background. Most people enjoy feeling that they have a degree of control over their lives. Creating an atmosphere where the students feel as if they are in control of their learning is extremely motivating to students. Research has shown that the drive to achieve is directly related to the sense of control students perceive they have over their learning. In most learning situations, control is often and completely in the hands of the instructoryou. A delicate balance between guidance and independence will ensure the best motivation, instruction, and learning. You can achieve this balance by careful consideration of the classroom procedures involving control of the learning situation and providing students with some opportunities for making choices.

Change to the next slide----IN CONTROL-TECHNIQUES-----slide number D-2

Slide IN CONTROL-TECHNIQUES

Emphasize

- **A. Success** Opportunities
- B. Student Ownership

Techniques. Two techniques in this section--sucess opportunities and student ownership--serve to create a balance by giving the student an increased sense of control over their learning process.

A. Success Opportunities

To foster in students **a** sense of being in control over their own learning process, it is critically important for students to be successful on a regular basis. Design your courses to ensure that **all** students have **an** opportunity to experience meaningful success experiences as soon as possible in the classroom. These experiences can be fostered by: making course requirements clear and attainable.

Change to the next slide---- A. Success Opportunities -----slide number D-3

Clida

IN CONTROL-TECHNIQUE

A. Success Opportunities

- Make course requirements clear.
- Make course requirements attainable.

Make course requirements clear. Letting the student know what will be expected of them is a very simple way to help the student achieve success. Students will have a higher chance for success if the academic objectives and expectations, and criteria for evaluation of any test or unit of learning are made clear to them.

Do not wait until the course has begun to plan your exams, assignments and grading criteria. At the start of each class, provide your students with a course syllabus that lists, course objectives, criteria for passing grades, major units of study, and test/quiz dates. Also distribute a detailed outline of each major unit of study to the students.

Workshop Leader's Note

Distribute to your class copies of the sample course syllabus.

Class Exercise

Ask the class to think of additional ways to make course requirement clear.

Make course requirements attainable. There are a number of ways that you can help make your course requirements attainable so that your student can experience a sense of success:

- 1. Make your exams, assignments, and expectations of students attainable. Assign practice papers of a reasonable length. More practice does not necessarily make perfect. It is very discouraging for students to know that the assignments and exams are so difficult or long that they cannot complete them.
- 2. If possible, break down each major assignment into the steps needed to accomplish them. Breaking it out into incremental steps, you may want to indicate to your students subject areas for which they should have gained some mastery by specified dates. This helps students to better prepare and be sensitive to the timing and depth of knowledge required.
- 3. Divide the class into more than one group for teaching certain basic skills/concepts when students have vast differences in abilities.
- **4.** Have students work with partners on practice papers, reports, reviews, etc.
- 5. Be organized and efficient, and establish a routine that students can rely on.
- 6. Make special provisions for students who have trouble reading the text.
 - Provide several different texts.
 - Have students listen to tape recordings of the text. Good readers can make the tapes.
 - Work with a partner.

• Individualize the questions you use, both oral and written; i.e., use high level questions for students who need to be challenged, low level questions for students with less sophisticated skills. Discuss all questions at the same time so that all students benefit from all question.

It is expected that most students will fail at some point or another in their Navy training. In the past, experiencing failure was thought to be detrimental to students. More recent studies show that experiencing failure is a positive and integral part of learning. It is the feedback given to students on why they failed that determines whether failure is constructive or detrimental. When failure occurs, explain it with the use of inappropriate learning strategies. With this type of explanation you are likely to get from your students an enthusiastic search for a new strategy coupled without feelings of guilt or shame. Suggest to your students alternative strategies for learning, studying, and problem solving.

Encourage your students to develop, and test new study strategies, such as peer tutoring, student made quizzes, notetaking, and memorization.

I have available a Study Skill package that was developed specifically for the Job Oriented Basic Skills Course. But, the information in it is appropriate for any course. The package covers: the use of memory aids, concentration management, managing study time, test taking skills, and reading comprehension.

I recommend that you make copies made of this package for your students to use.

Class Exercise

Ask the class to think of additional ways to make course requirements attainable.

Change to the next slide---- **B. Student Ownership** ----slide number **D-4**

Slide

IN CONTROL TECHNIQUES

B. Student Ownership

- Allow self scoring.
- Provide class options.
- Solicit suggestions/criticism.
- Encourage students to set goals.

B. Student Ownership

After you have created **an** environment that ensures that all students have an opportunity to experience success, the next step is to develop **a** sense of ownership and control of their class preparation and their performance. To the extent possible, allow self-scoring, provide class options, solicit suggestions/criticism, and encourage students to set gods:

Allow self scoring. Allow for self-scoring on some of the daily assignments, exercises, and quizzes. Self-grading contributes to student ownership of their study habits and resulting performance. Another option for scoring is to let students exchange quizzes for grading. Certainly, some tests or assignments should be scored by the instructor. For practice papers, post an answer key. Letting students do some of their own scoring enables the student to take more individual responsibility for their learning.

Provide class options. Having options require students to thoughtfully examine alternatives. The choice of an option increases one's interest in, commitment to, and responsibility for the outcome. Allow students to make as many choices as possible. For example,

- 1. Give alternative assignments. Allow students to occasionally designate their own assignments. Provide extra points to students for completing extra assignments.
 - 2. Allow for options in study times, places, and partners.
- 3. Provide options in testing such as optional challenge items for bonus points.
- **4.** Provide alternative **remedial activities such** as, CAI programs, tutorial study, independent **study**. **Assign students to s**erve as peer tutors for other **students**.
- **5.** Set multiple mastery levels--such as, minimum mastery, superior mastery, and supreme mastery—and allow your student to select their own mastery level for each major learning event. Give extra points for attaining certain levels.

Solicit suggestions/criticism. Control of one's environment implies constant attention and constructive criticism. Undesirable situations become problem-solving situations rather than problem-generating situations when your students are encouraged to give constructive criticism. Opportunities for criticism can be fostered by:

- 1. Providing suggestion boxes. Publically recognize suggestions that are found to be effective.
- 2. Presenting instructional problems to students, and providing opportunities to discuss them, and elicit suggested solutions.
- 3. Allowing students multiple opportunities to evaluate instructors, course materials, and instructional procedures and policies.

Encourage students to set goals. Encourage students to set their own personal goals for study hall activities, assignments, test and quizzes, and awards and certificates. Students will feel able and confident when they feel in control of their own learning. Goal setting is in detail in the next section.

Class Exercise Section Wrap-up

Break the class into groups of **4-6** people. **Try** to assemble each group on the basis of type of course taught.

Have each group select a group leader who will briefly review the techniques for this section and lead a discussion on which techniques should be considered for implementation in their classrooms. Have the groups come up with other techniques that would increase students's ense of control over their environment. Results of the discussion should be recorded by the group leader.

Following the group discussions, have each leader present the results to the entire class. Encourage open discussion at this point.

Workshop Leader's Note

Record the results and related discussion of the wrap-up exercise. This information will help you determine which techniques you should consider as part of your school's training system.



Sample Course Syllabus

COURSE TITLE: JOBS ELECTRONICS RATING STRAND

MODULE TITLE AND NUMBER: Study Skills 1.0

INSTRUCTOR: CWO J. Anderson

COURSEDATES: Nov. 26-30,1990, Mon.-Fri. 2:30-5:30

OBJECTIVES: This course aims to provide the Navy trainee with several proven to be effective techniques to improve classroom performance.

PASSING GRADE CRITERIA: 75%

CLASS SCHEDULE:

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|---|-------------------------|--|
| 1 | 1.1 Concentration Mana | gement and 1.2 Managing Study Time |
| | 1,5 Memory Aids and Q | uiz (topics 1.1 and 1.2) |
| 3 | 1.5 Test Taking and Qui | z (topic 1.5) |
| 4. | 1.6 Test Taking | erine and the series of the se |
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IV. SETTING GOALS

Workshop Leader's Note: Overview

- 4. Developing Goals
 - oShort term/long term.
 - oRules for goal development.
 - 1. Make the goals specific.
 - 2. Make the goals quantitative rather than qualitative:
 - 3. Include **a** time limit in the goal.
 - 4. Write goals down.
 - 5. Set ambitious, realistic goals.
 - oDeveloping a plan.
 - 1. State long term goals.
 - 2. State intermediate goals.
 - 3. State short term goals.
 - **4.** State subgoals.
 - 5. Identify goal reaching procedures.
- B. Achieving Goals.
 - oCreating success opportunities.
 - 1. Provide reprisal-free environment.
 - 2. Establish several levels of "passing performance."
 - 3. Focus on score improvements.
 - oTracking student progress.
 - 1. Have students keep a personal record.
 - 2. Meet with students periodically.
 - Monitor progress.
 - Modify goals if necessary.

Reminder: Present the information below as written or in your own words.

Workshop Leader's Note

Change to the next slide---- SETTING GOALS: Working Definition ----slide number E-1

Slide

SETTING GOALS: Working Definition

Helping students set and achieve specific class-related goals.

[Preliminary Sketch No. 8]

Our fourth area of concern is: Setting Goals.

Working Definition. Setting goals refers to helping students establish and achieve specific class-related aims or objectives.

Background. Goal setting is an important and effective concept that research has shown to be extremely useful in improving the motivation and performance of students. Goals tellus where we are going, why we want to go there, and how we will get there. Establishing goals can cause events or actions that might otherwise never occur. These actions could then lead to future personal career success.

Change to the next slide---- **SETTING GOALS:** TECHNIQUES ---- slide number E-2

Slide SETTING GOALS-TECHNIQUES

A. Developing Goals

Emphasize:

B. Achieving Goals

Techniques. Consider the following two techniques for setting goals: (1) Developing the **goals**, which includes a logical plan detailing how to get from point A to **B**, and (2) achieving these goals by using proven strategies.

Let's start with developing goals.

Workshop Leader's Note

Change to the next slide---- A. **Developing Goals** ---- slide number **E-3**

Slide SETTING GOALS-TECHNIQUES

A. Developing Goals

- Short term/Long term goals.
- Rules for goal development.
- Developing a plan.

A. Developing Goals

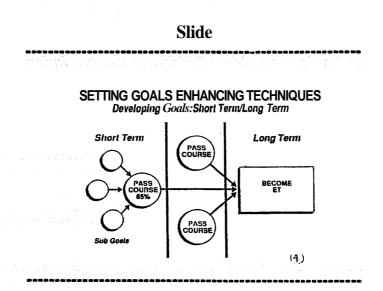
Often the reason most people don't achieve their **goals** is that they really don't know how to develop them in the first place. Thus, the importance of properly developing goals cannot be overstated and should never be ignored. Developing **goals** includes three considerations: short term/long term goals, rules for goal setting, and developing **a** plan.

Short-term/long-term goals. The idea of goals frequently brings to mind long-term lifetime objectives. These objectives are usually too vague or too far into the **future** to be meaningful. In reality, short-term goals are more appropriate and compelling.

This next slide illustrates long-term and short-terms **goals** or objectives.

Workshop Leader's Note

Change to the next slide---- **Short-term/Long-term goals** ----slide number E-4



On the right, we have a long-term goal--to become an ET--which is a career objective. In the center, we have **an** intermediate goal--to pass various courses--which lead to the career goal. On the left, we have the short term goal--pass the present course with 85%. We also have subgoals or events that will lead to the accomplishment of the short term goal.

An excellent strategy consists of having your students first establish their long term **goals.** From there, **they can** simply work backwards in time to determine the appropriate short term goals (e.g., classroom goals). These short term goals are the building blocks which, if concentrated on and achieved, will move **the** student closer to his or her desired future.

Workshop Leader's Note

Change to the next slide---- **Rules** for goal **development---**= slide number **E-5**

Slide SETTING GOALS-TECHNIQUES

Rules for goal development.

- o Set specific goals.
- o Set quantitative goals.
- oInclude a time limit in the goal.
- oWrite goals down.
- Set ambitious, realistic goals.

Rules for goal development. Goals serve as road maps--a detailed plan on how to get from point A to point B in a logical sequence. To develop this plan, we must follow these five rules:

1. Set specific goals. The more specific students make their goals, the more likely they are to achieve them. For example, don't set a goal to "do better in school." Instead, resolve to "improve your previous test score by 10 points."

- 2. Set quantitative goals. Don't promise that you'll "spend more time studying." Commit to "study at least 2 hours a day." The student needs to be able to determine if the goal was met. Other examples of quantitative goals are quiz and test scores, number of assignments completed, number of practice problems completed, time spent working on an exercise, and number of malfunctions identified or repaired.
- **3.** Include a time limit in the goal. State when the goals should be met. For example, "I will finish this class in 6 weeks."
- **4. Write goals down.** If it isn't in writing, it isn't a goal, It's just a dream. You need something on paper to refer to, to monitor your progress, and to modify your strategies if necessary.
- **5. Set ambitious, realistic goals.** In other words, set goals that are out of reach but not out of sight. That is, so ambitious that they inspire, not so unrealistic that they discourage **and** disillusion, and certainly not so easy that they won't motivate.

CONTINUE

Reminder-Present the information below **as** written or in your own words.

Developing a plan. The last consideration **is** developing a detailed personal goal plan. Work with each student individually in designing a preliminary plan This can be **a** difficult **task to** complete during the first day of the course. If the plan does not yield the desired results, revise it until it does. In fact, the plan should be revised every two weeks or **so.** This will take **up** instruction time, but will pay off in terms **of** improved student performance.

Workshop Leader's Note

Change to the next slide---- Developing a plan ---- slide number E-6

Slide

SETTING GOALS-TECHNIQUES

Developing a plan.

- 1. State long term goals.
- 2. **State** intermediate **goals**.
- 3. State short term **goals.**
- **4.** State subgoals.
- 5. Identify goal reaching procedures.

Now let's review the steps that your students should take in setting their goals. In helping the student, remember the five rules for goal development.

Pass out the sample personal goal plan for setting goals for the class to follow as you cover the steps.

Please follow the sample plan as I cover the steps for setting goals.

- 1. State long term goals. For example, "In 2 years, I will be an accomplished ET." Students may have to ask themselves what they would like for their life to be like in 2, 3, or 4 years. In addition, have the student describe precisely why this particular goal has been set. For example, "Becoming an ET will enable me to pursue an advance degree in electronics when I retire from the military." This should be a practice for both long, intermediate, and short term goals.
- **2. State intermediate goals. For** example, "**During** the next 2 years, I will pass all of my courses with at least **an** 85% average. The accomplishment of this goal will guarantee that I will fulfill my ambition to become an accomplished ET in **2** years."
- 3. State short term goals. For example, "I want to pass this course with an 85% average. The accomplishment of this god will bring me one step closer to satisfying my ambition to become an accomplished ET."
- **4. State subgoals for each general goal.** For example, "I want to get 85% on my first quiz," "I want to complete all 10 assignment," "I want every major test score to be at least **5** points higher than the last." Multiple specific subgoals cause multiple actions and maximize the effort toward goal attainment. **Remember to make all goals specific, ambitious, and quantitative.**
- 5. Identify procedures to reach each subgoal. For example, "In order to get 83% on my first quiz, I must study 3 hours every night and go to the leaning center 2 times a week for 1 hour." Procedures, like objectives, should be specific and measurable.

Class Exercise

а

Have two volunteers from the class come to the front and sit facing each other. One will play the role of **a** student; the other, the instructor. Have the two work together to develop a plan to move the student toward attaining his/her goals.

Workshop Leader's Note

After these two are finished, have the class to discuss the plan and how it was developed.

CONTINUE

Change to the next slide---- B. Achieving Goals ----slide number E-7

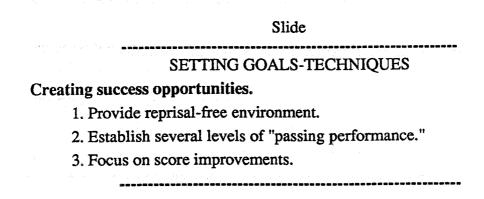
| | Slide |
|------------|-------------------------------|
| | SETTING GOALS-TECHNIQUES |
| B. Achievi | ng Goals |
| • Cre | eating success opportunities. |
| • Tra | cking student progress. |

B. Achieving Goals

Developing ambitious, specific, and realistic goals is only a start, there are strategies you can use to help move the students toward their goals: creating success opportunities and tracking of student progress.

Workshop Leader's Note

Change to the next slide---- Creating success opportunities ----slide number E-8



Creating success opportunities. First, lets examine several ways to create a learning environment that would help move the student toward reaching their goals. When we covered the concept--in control--several suggestion were offered for creating success opportunities. Those suggestions are equally as important in helping your student **to** reach their goals. Three additional suggestions which are especially applicable to goal attainment are presented below.

- 1. Provide **a** learning environment that is conducive to being challenged and failing without fear of reprisals. Under such conditions, students will tend to set higher goals for themselves.
- 2. Previously, I said **that** we should strive to establish realistic goals. However, in the setting of these goals, we should keep in mind that no two students have the same ability. Therefore. Every test or quiz should have several levels of "passing performance" (e.g., marginal pass, moderate pass, recognition pass, honors pass) to help the student in establishing his or her realistic goals. Avoid simple pass-fail grading.
- 3. Focus attention on goals that address improvement in scores (e.g., improved test performance, decreased time to troubleshoot **a** piece of equipment) rather than attainment of high absolute levels of performance.

CONTINUE

Change to the next slide---- **Tracking student progress** ----slide number E-9

Slide SETTING GOALS-TECHNIQUES

Tracking student progress.

- 1. Have students keep a personal record.
- 2. Meet with students periodically.
 - Monitor progress.
 - Modify goals if necessary.

Tracking student progress. The next step for helping the student in achieving their goals is to create mechanisms for tracking goal attainment.

Here are several suggestions:

1. Have the students refer to their Personal Goal Plan and record their progress in reaching their goals. Allow time for students to review their goal plan daily and record their progress weekly.

Workshop Leader's Note

Distribute **and** discuss examples of the student tracking mechanisms that instructors can consider using.

2. Periodically, meet with your students individually to monitor their progress. This will enable you to suggest corrective measures. For example, you may detect:

- Problems with inadequate study strategies or habits. These problems and how to correct them have already been discussed during our coverage of the concept, in control.
- o Overly ambitious goals. Chasing unobtainable goals throughout the course could be frustrating and could damage student self-esteem. At the same time, it's also important not to revise a goal at the first sign of trouble. You and the student simply have to make a judgment call.
- Unambitious goals. Goals that do not challenge the student are difficult to detect.

It is your responsibility to detect and identify problems help the students adjust their goals.

Tell your students that succeeding through goal setting includes temporary setbacks.

Class Exercise

The purpose of this exercise is to develop the student progress tracking systems.

Divide the class into groups of **5**. Have each develop several mechanisms for tracking student progress. Following the exercise have one person from each group report the results to the class.

| | | Personal Notes | |
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Personal Goal Plan

| Student's Name: (ulie Hashies) |
|--|
| Student's Name: Julie Harris Date: 13 June 1991 |
| |
| Long Term Goal |
| In 2 years I will be an accomplished ET |
| Reason: Becoming an ET will enable me to |
| (puroue) an advance degree in objet romes |
| Long Territodal Son 2 years I will be an accomplished ET Reason: Becoming an ET will enable me to pursue an advance degree in esect romes when I retire from the imilitary |
| |
| Intermediate Goal |
| - Ouring the next 2 years I will spass |
| all of my courses with at least an 23 to |
| During the next 2 years I will (pase) Oil of my courses with of least an 85 % Overage. Grason: This goal wise guarantee that I will fulfill my ambitum to become an ET in 24 |
| I will fulfill my ambitum to become an ET in 24 |
| Short Term Goal |
| average). Reason: This goal will living me one) step closer to satisfying ambition to become) an accomplished Et |
| mercal. Report: This goal will lering me one |
| step closer to satisfying ambition to become |
| and accomplished Eq |
| |
| |
| Subgoal #1 |
| I want to get 85% on my |
| first quiz |
| |
| |
| |
| |
| Procedures to reach subgoal |
| 1 Study 3 (Source) and |
| 1. Study 3 hours every night 2. Do to learning center 9 x's week for the 3. Do to a geer tutor 1 x a week |
| 3. He to a peer tutor 1 x a week |
| ** 4 |
| |

| | en e | Subgoal #2 |
|---|--|---|
| de la companya de la | | I want to complete all 10 assignments |
| | | |
| | | Procedures to reach subgoal |
| Marana | | 1. Live I have to assignments desiring study times, |
| € 4 | | 2 |
| | | |
| | | |
| | | |
| yusen | | |
| | | |

TRACKING SYSTEM EXAMPLE

Weekday Study Schedule Form for week of: 13 June

Goal-3 hours/day

| TIME | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|---------|---------|-----------|----------|---------|
| 0500-1500 | Classes | Classes | Classes | Classes | Classes |
| 1500-1600 | | | | | |
| 1600-1700 | · | | | | |
| 1700-1800 | | | | | |
| 1800-1900 | | 1 | | | |
| 1900-2000 | 1 | 1 | C | | |
| 2000-2100 | 1 | / | 1 | | |
| 2108-2200 | 1/2 | 1/2 | | | |
| Hours Studied | 22 | 34 | 1 | | |
| Target Hours | 3 | 3 | 3 | 3 | 3 |

TRACKING MECHANISM EXAMPLE

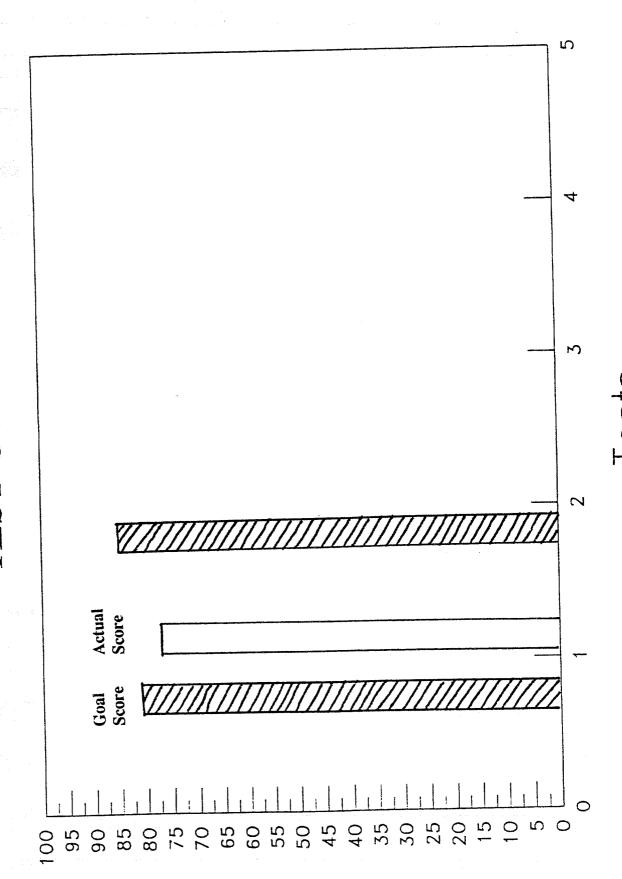
Quizzes

| | Quiz 1 | Quiz 2 | Quiz 3 | Quiz 4 | Quiz 5 |
|------------------|--------|--------|--------|--------|--------|
| Goal Scores | 78% | 78% | 84% | 84% | 90% |
| Actual Scores | 78.5% | 80 % | | | |

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TEST GOALS



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ARISE

V. **EFFORTS** REWARDED

Workshop Leader's Note: Overview

- A. Types of Rewards
 - o Skill-building rewards.
 - e Competence rewards.
 - o Verbal rewards.
 - e Group rewards,
- B. Reward Guidelines
 - oReward the learning process as well. as outcomes,
 - o Make the giving of rewards an integral part of goal achievement.
 - o Make records of achievement visible.
 - Have a variety of records.
 - Avoid the learning-aversive reward.

Reminder: Present the information as written below or in your own words.

Workshop Leader's Note

Change to the next slide---- **EFFORTS REWARDED** ----slide number F-1

Slide

EFFORTS REWARDED Reinforcing student accomplishments with rewards

[Preliminary Sketch No. 9

We have covered four major motivational concepts. The motivational concern of the first concept was to capture student attention *so* that learning can occur.

The next three concepts dealt primarily with sustaining that attention. We covered techniques for making the training relative to future goals or needs, giving the student a sense of control over **his** or her learning process, and helping the student to set and achieve class and career goals.

Efforts Rewarded--the final concept— deals with the satisfaction the student receives from the learning experience.

Working Definition. Efforts rewarded refers to reinforcing student accomplishments with internal and external rewards.

Background. The satisfaction that a job has been well done can come from internal and external sources **or** rewards. Internal rewards are the student feelings of self-esteem and achievement that results from successfully completing a learning activity or putting newly acquired skills or knowledge to use. In fact, for many people, the rewards of achieving and the sense of accomplishment are the most powerful motivational forces of all.

External factors or rewards include certificates, oral praise, job advancement, class privileges, and class field **trips.**

Both types of rewards are very important to motivation. However, we will only be concerned with external rewards.

Workshop Leader's Note:

Change to the next slide----EFFORTS REWARDED----slide number ${\bf F-2}$

Slide

EFFORTS REWARDED-TECHNIQUES

Emphasize

A. Types of Rewards

B. Reward Guidelines

Techniques: Our two areas of concern **are:** types of rewards that you can use and guidelines for how and when to give rewards.

First, let's examine different types of rewards you can use to reward your students for their accomplishments.

Workshop Leader's Note:

Change to the next slide---- A. Types of **Rewards** ----slide number **F-3**

Slide

EFFORTS REWARDED-TECHNIQUES

A. Types of Rewards

- oSkill-Building Rewards.
- o Competence Rewards.
- o Verbal Rewards.
- oGroup Rewards.

A. Types of Rewards

Four general types of external rewards that you can use to motivate your students: skill building, competence, oral, and group rewards.

Change to the next slide---- **Skill Building Rewards** ----slide number **F-4**

Slide EFFORTS REWARDED-TECHNIQUES Skill Building Rewards. 1. Permission to use advanced CAI materials

- 1. Permission to use advanced CAI materials.
- 2. Opportunities to participate in hands-on projects.
- 3. Opportunities for on-the-job observations.

Skill-Building Rewards. Skill-building rewards encourage student advanced achievements and provide opportunities for achievements beyond class requirements. These rewards **are** especially applicable to students who need accelerated opportunities. Skill-building rewards that you may want to use are:

- 1. Permission to use advanced Computer-Aided Instructional (CAI) class related materials.
 - 2. Opportunities to participate in hands-on projects.
 - 3. Opportunities for on-the-job observations.

Class Exercise

Ask the class to **think** of additional types of skill-building rewards that could be used in **their** classes.

Change to the next slide---- Competence Rewards. ----slide number F-5

Slide EFFORTS REWARDED-TECHNIQUES

1. Offering tutoring opportunities.

Competence Rewards.

- 2. Using student help during classroom demonstrations.
- 3. Tracking the completion of extra assignments.
- 4. Awarding certificates of achievement.
- 5. Devising honor roll posters and plaques.

Competence rewards Competence rewards emphasize or recognize student skill achievement. Examples are:

- 1. Offering students the opportunity to act as tutors. This technique not only serves to boost self-esteem, but also serves to reinforce the knowledge or skill levels of the tutor.
- 2. Using student help during classroom demonstrations. Students may perceive this as a sign of progress.
 - 3. Tracking the completion of extra credit assignment on visible charts.
 - **4.** Awarding certificates of achievement.
 - 5. Devising honor roll posters and plaques.

Class Exercise

Ask the class to **think** of additional types of competence rewards that could be used.

Verbal rewards. Verbal recognition for achievements and oral encouragements are the easiest and most effective ways to increase student motivation. It's important to convey publically and individually expectations for good performance. Statements such as "I know you'll do well" or "I have faith in you" motivate students. Write personal notes to your students when they have done something particularly thoughtful or diligent. Send notes home to parents when your students have done something particularly well, have been extremely thoughtful or helpful, or have "gone the extra mile."

Do not publicize poor performance. Public embarrassment deflates drive and ego. Encourage students by focusing on what they have achieved rather than on what they have not.

Group rewards. You can give group rewards, such as field trips or site visits, to the entire class, groups of high achievers or students who have made considerable improvements. This strategy produces class cohesion as well as individual pride. The skill-building and competence rewards mentioned above can also be used for group awards. You can award group achievement with plaques, certificates, honor roll posters and charts.

CONTINUE

Reminder: Present the information below as written or in your own words.

Workshop Leader's Note

Change to the next slide---- Reward guidelines ----- slide number F-6.

Slide

EFFORTS REWARDED-TECHNIQUES

B. Reward Guidelines

- Reward the learning process as well as outcomes.
- Make giving of rewards a integral part of goal achievement.
- Make records **a** achievement visible.
- oHave a variety of records.
- o Avoid the learning-aversive **reward.**

B. Reward Guidelines

In setting **up an** reward system, there are several rules that you should be familiar with.

Reward the learning process as well as outcomes. This is particularly important for students who are not as prepared as the others. It is possible that, at the end of the course, these students may achieve only a basic, but adequate understanding of the course concepts. This student may work very hard to achieve this level and it would be difficult to compare their achievement with that of others starting the course better prepared. Therefore,

reward all students for both the effort in leaning and relative gains made, as well as for their absolute achievements on their assignments and exams.

Make the giving of rewards an integral part of goal achievement. Reward the student for accomplishments toward meeting their class goal. Reward the attainment of test scores, quiz scores and improvement scores. Certificates of achievement, honor roll posters, and plaques are especially appropriate for rewarding the attainment of class goals and subgoals. These types of awards focus attention on the goals and promote continual progress toward goal attainment.

Make records of achievement visible. The more visible they are the more likely it is that students will aspire to achieve. Place charts, award plaques, honor rolls, and posters in hallways, conference rooms, and lounges.

Have a variety of records. The greater the variety of records and the greater the opportunity for having achievements publically recorded, the greater the proportion of student likely to show interest in achieving goals.

Avoid the learning-aversive reward. This type of reward implies that leaning is an undesirable activity and to escape from it is a reward, Examples of this type of reward are: assignment exemptions, text/quiz exemptions, and class exemptions.

CONTINUE

Class Exercise Section Wrap-up

Break the class into groups of **4-6** people. They to assemble each group on the basis of type of course taught.

Have each group select a group leader. Responsibilities of the group-leader are to **briefly** review with their group the four types of rewards covered in this section and any additional ones suggested during the workshop. Have the group leader then lead a discussion on which ones should be considered for implementation in their classrooms. Results of the discussions should be recorded by the group leader.

Following the group discussions, have each leader present the results to the entire class. Encourage open discussion at this point.

Workshop Leader's Note

Record the results and related discussion **of** the wrap-up exercise. **This** information **will** help you determine which techniques you should consider as part **of** your school's **training** system.

Personal Notes

CONCLUSION

This completes our workshop. You should now be able to identify characteristics associated with student motivation and be able to apply various techniques designed to increase student motivation.

Implementing these techniques in your classroom is not going to be easy. It will take time and creativity on your part. The results, however, should be rewarding for the student, you and the Navy.

If motivational problems **are** resolved, students will work harder, achieve more in a shorter time and enjoy learning. Since attrition is a major concern within the Navy training, these traits will certainly be welcomed.

The next step is for me to take the results of our class and group discussions and set up a draft plan of which techniques will be integrated into our training system.

I will be meeting with you on an individual or group basis to discuss and finalize the plan to meet your specific needs.

You now have the skills and knowledge to eventually activate the plan.

Thank you for your participation

If you do want to get started right away with using some of these techniques and have any questions, drop by my office.

[END OF WORKSHOP]

APPENDIX A

Hardcopies for Importance of Workshop

At 1 A-173

REASONS WHY STUDENT MOTIVATION IS MPORTANT

Student Motivation Increases

a Attention.

Interest.

Which in Turn Increases

• Student participation.

• Student class achievement and performance.

• Student satisfaction.

a Job performance,

A-2

ERRONSOUS ASSUMPTIONS

A. Students are either motivated or not motivated.

Nothing can change this.

B. There is not enough time to deal with irrelevant

topics like motivation.

C. Students cannot be motivated to lean technical swb-

ject matter.

OUT ERRONEOUS ASSUMPTION: TXE TRUTH

Students are either motivated or not motivated.

Nothing can change this.

Instructors CAN increase student motivation by:

- Increasing student attention.
- M♣ng course relevant to futwre needs.
- Creating sense of student being in control.
- ≤nco zing students to set goals.
- Rewarding efforts.

THE TRUTH ABOUT &RRONEOUS ASSUMPTION:

The⊬e is not enough time to deal with irrelevant topics like

motivation.

Motivated students:

- Speed up the course pace and same time and money.
- Retain more.
- Achieve more.

THE TRUTH ABOUT ERRONEOUS ASSUMPTION:

Stwdefts cafing be motivated to leare

technical subject matter.

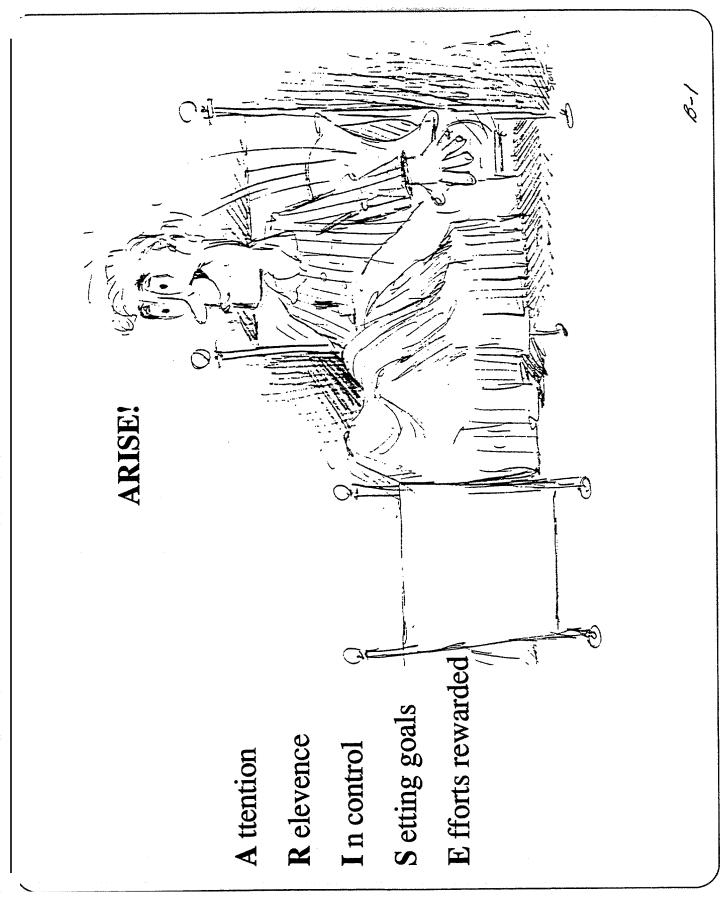
Research has shown that:

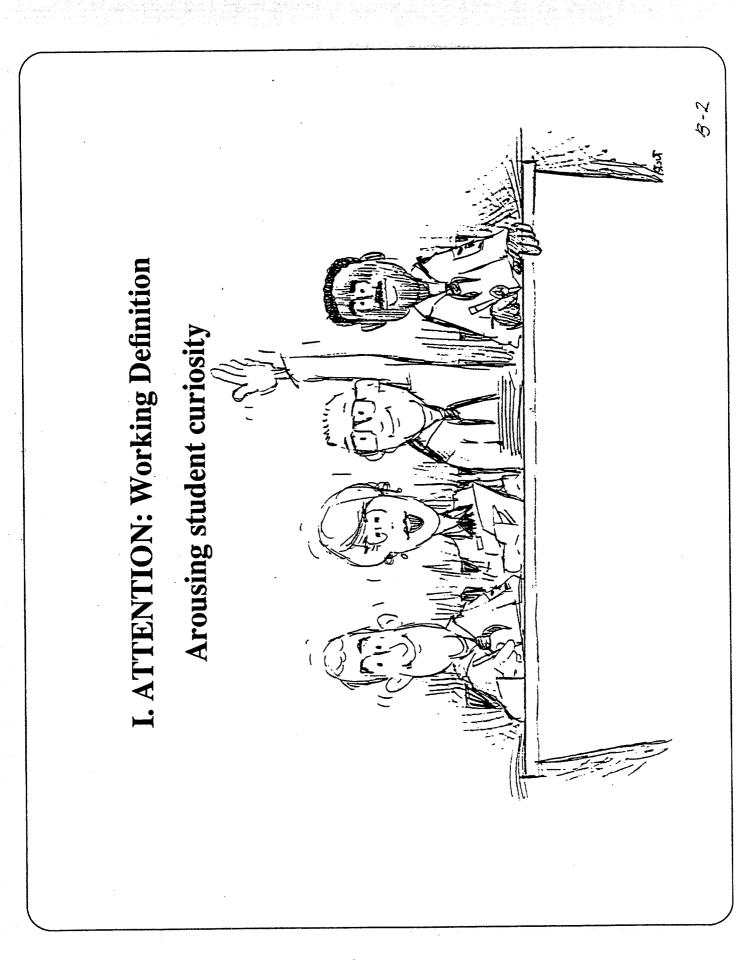
Every subject can be interesting if motivational

techniques are considered,

APPENDIX B

Hardcopies for Attention





Emphasize:

A. Student/Instructor Interactions

B. Learning Environment

C. C assroom Applications

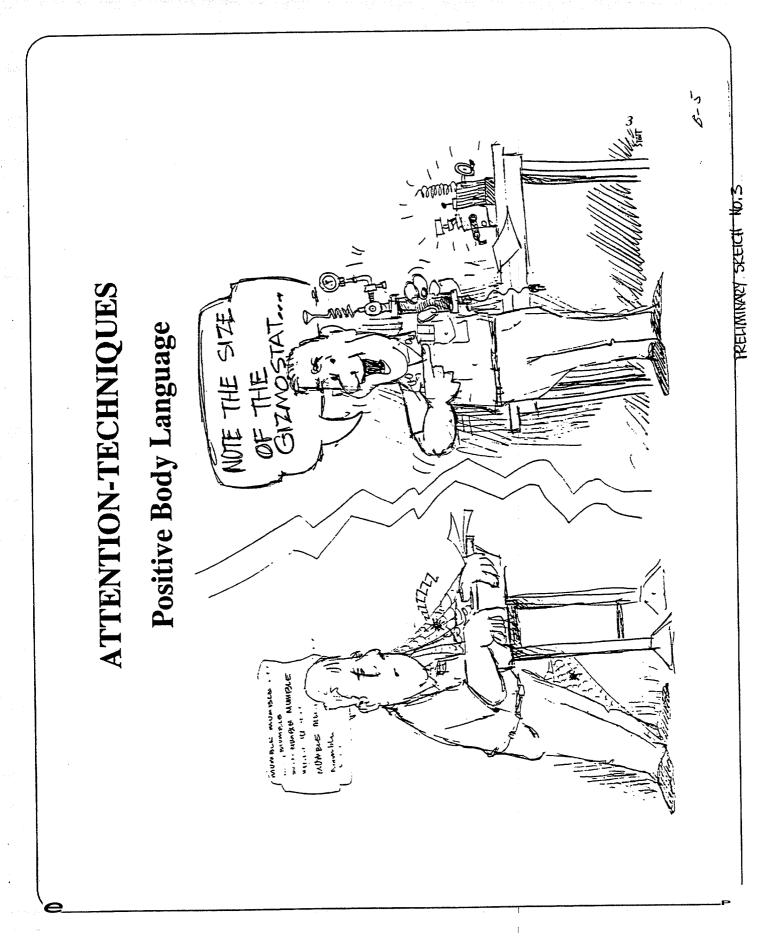
A. Student/Instructor Interactions

a Address students by name.

a Use your voice effectively.

• Use positive body language.

Capitalize on student diversity.



B. Learning Environment

- Non-threatening.
- Challenging.
 - o Interesting.
- o High expectations.
- o Unpredictable.

C. Classroom Applications

o Start with questions.

o Address questions to specific students.

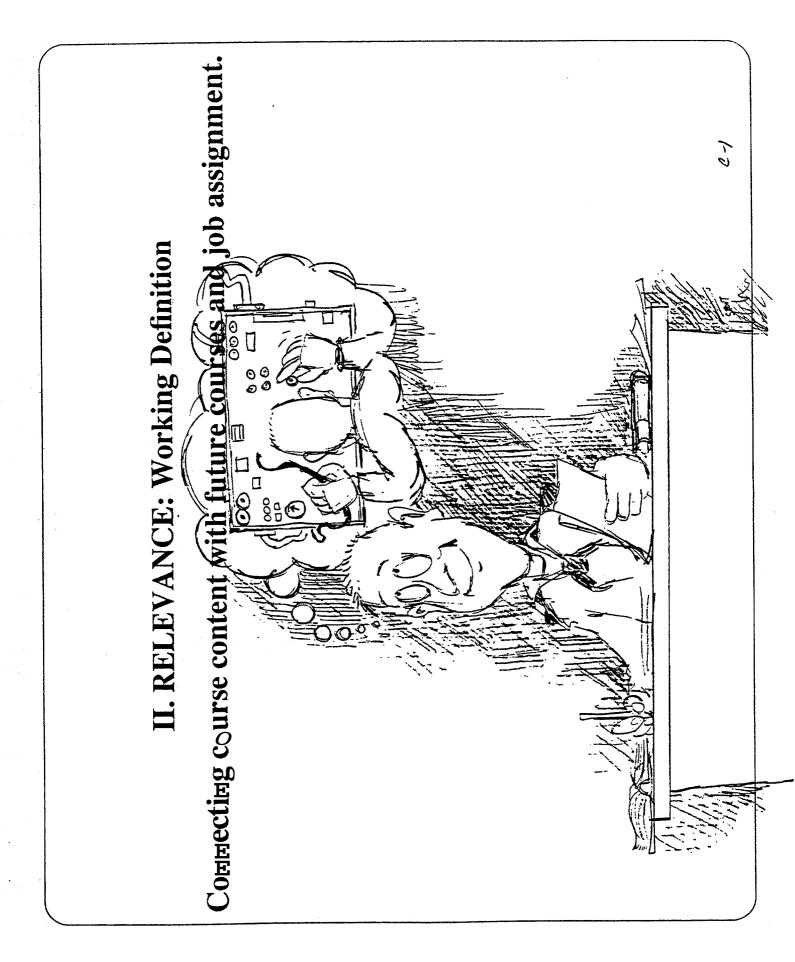
o Tell relevant stories.

Encourage student participation.

Vary sequence.

APPENDIX C

Hardcspies for Relevance



RELEVANCE-TECHNIQUES

Six, Academic

!

Emphasize:

A. Training Relevance

B. Navy Job Relevance

C. Future Career Relevance

RELEVANCE-TECHNIQUES

A. Training Relevance

o Arrange for viewing of equipment.

o Set up student/student interactions.

Relate subject matter to known concepts.

RELEVANCE-TECHNIQUES

B. Navy Job Relevance

o Link subject matter to tasks.

Invite speakers.

o Show videos/films.

o Arran e field trips.

REL&VANCE-TSCHNIQUES

C. Future Career Relevance

• U.S. Navy Apprenticeship Program.

Navy Campus Program.

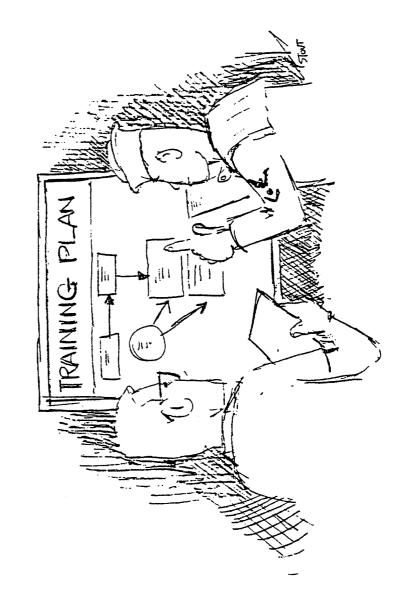
APPENDIX D

Hardcopies for **In** Control

III. IN CONTROL (CONFIDENCE-BUILDING TECHNIQUES)

Creating an environment in which students will have a

sense of control over their learning process.



IN CONTROL-TECHNIQUES

Emphasize:

A. Success Opportunities

B. Student Ownership

IN CONTROL-TECHNIQUES

A. Success Opportunities

Make course requirements clear.

o Make course requirements attainable.

IN CONTROL-TECHNIQUES

B. Student Ownership

- Allow self scoring.
- Provide class options.
- Solicit suggestions/criticism.
- o Encourage students to set goals.

APPENDIX E **Hardcopies for Setting Goals**

Helping students set and aghieve specific class-related goals. 图 IV. SETTING GOALS: Whrking Definition

SETTING GOALS-TECHNIQUES

Emphasize:

A. Developing Goals

B. Achieving Goals.

SETTING GOALS-TECHNIQUES

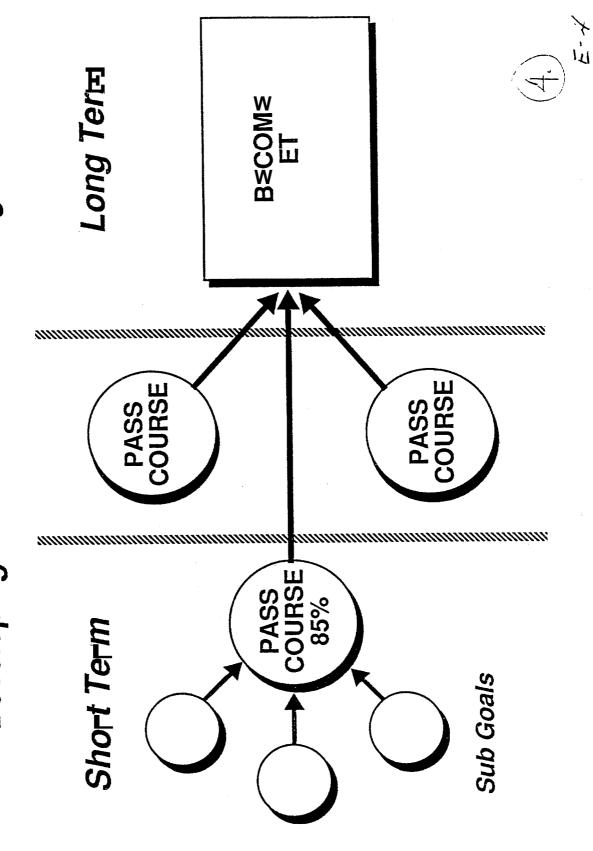
A. Developing Goals

a Short term/Long term goals.

n Rules for goal development.

Developing a plan.

SETTING GOALS ENHANCING TECHNIQUES Developing Goals: Short Term/Long Term



SETTING GOALS-TECHNIQUES.

Rules for goal development

o Set specific goals.

o Set quantitative goals.

o Include a time limit in the goal.

o Write goals down.

• Set ambitious, realistic goals.

SETTING GOALS-TECHNIQUAS

Developing a plan.

o State long term goals.

• State intermediate goals.

o State short term goals.

o State sub oals.

o Identify goal reaching procedures.

SETTING GOALS-TECHNIQUES

B. Achieving Goals

Creating success opportunities.

• Tracking students' progres#.

BETTING GOALS-TECHNIQUES

Crea ing succez

opportunities.

o Provide reprisal-free environment.

- Establish several levels of "passing performance."
- Focus on score improvements.

SETTING GOALS-TECHNIQUES

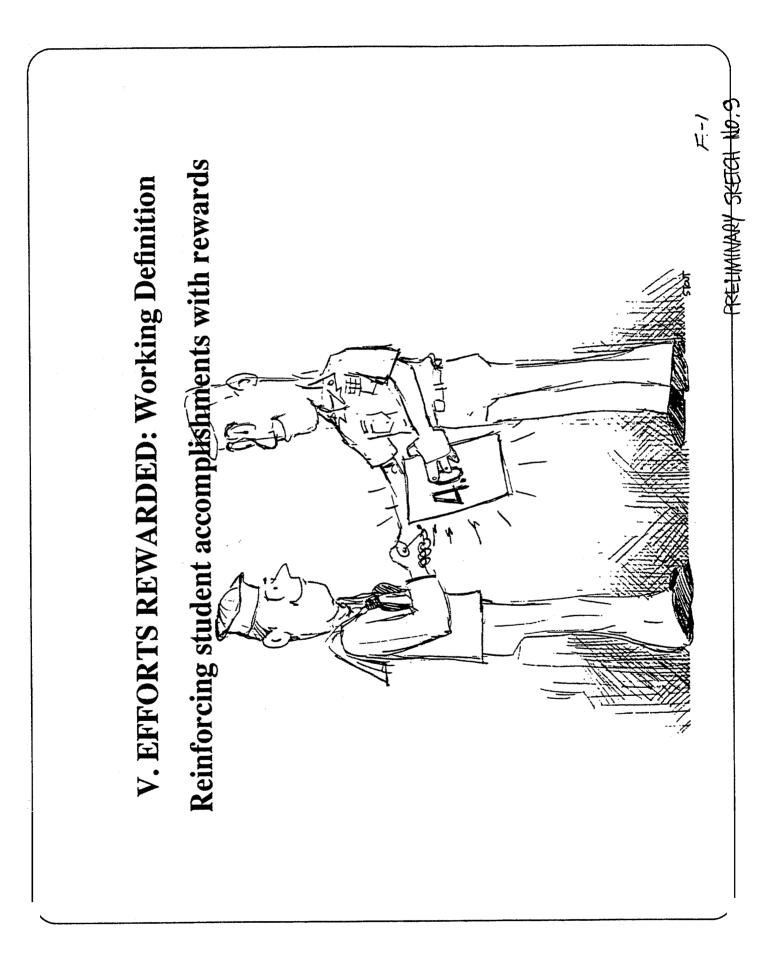
Tracking students' progress.

o Have st∨dents keep a personal record.

o Meet with students periodically.

o Monitor progress.

• Modify go ls if necessary.



SFFORTS REWARDED-TECHNIQUES

Emphasize:

A. Types of Rewards

B. Reward Guidelines

EFFORTS REWARDED-TSCHNIQUES

Marin and

A. Types of Rewards.

o Skill-Building Rewards.

Competence Rewards,

• Verbal Rewards.

o Group Rewards.

SFFORTS REWARDED-TECHNIQUES

Skill Building Rewards.

- 1. Permission to use advanced CAI materials.
- 2. Opport⊌nities to participate in hands-on projects.
- 3. Opportunities for on-the-job observations.

EFFORTS REWARDED-TECHNIQUES

Competence Rewards.

- 1. Offering tutoring opportunities.
- 2. Using stwdent help during classroot dettonstrations.
- 3. Tracking the completing of extra assignments.
- 4. Awarding certificates of achievement.
- 5. Devising honor roll posters and plaques.

EFFORTS REWARDED-TECHNIQUES

B. Reward Guidelines

- Reward the learning process as wel, as outcomes.
- Make records of ac nevement visible.
- Have a variety of records.
- Φ Avoid the learning-aversive reward.

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